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After several months of intensive research and discussion, the following three proposals to raise pupil achievement were considered most valid: 1) the improvement of reading; 2) the provision of a project motivation program; 3) the enhancement of the self-image. The schools involved would be permitted to select one of the proposals, or parts thereof, within the limit of the appropriation set for each school. Every effort should be made to select materials which contribute to inter-group education. The materials selected would be subject to the approval of the school-community relations office. Course leaders and supervisors would be selected by the appropriate central office since the success of the program was considered dependent to a large extent upon the professional competency of the leaders. Proposals to implement the reading program were; in-service courses for reading teachers as well as teachers in major subject areas; the availability of a remedial reading teacher for tutorial purposes after school; extension of library program; assignment of an additional teacher to each school to provide the faculty with assistance in working with pupils on an individual basis; and the establishment of a language arts center. For the motivation program proposals included the introduction of an after-school program, designed to provide opportunities to complete homework assignments or special academic projects under the supervision of competent teachers for children who lack adequate home facilities. In order to enhance the self-image, proposals were made: for in-service training of teachers and counselors; for the employment of a school-home coordinator for the purpose of developing closer relationships between school and home, community and local agencies; and bus trips for children, under teacher guidance, to help broaden experiences particularly with reference to economic opportunities.

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ERIC Form 1

April 16, 1964

Ladies and Gentlemen,

On October 1, 1963, Mrs. Albert M. Greenfield, Chairman of the Subcommittee on Curriculum, appointed a Committee for the Junior High School, whose mission it would be To Submit Proposals for the Expenditure of $50,000 among Eight Junior High Schools for the Purpose of Raising Pupil Achievement. The schools to be involved are: Barratt, Bartlett, FitzSimons, Gillespie, Penn Treaty, Stoddart-Fleisher, Sulzberger, and Vaux. By November 1963, such a report had been duly prepared, submitted and accepted.

In December 1963, budgetary considerations enabled the appropriation to be raised to $160,000, provided the date of implementation were set at September 1964. Within these dimensions, a newly-organized committee began its deliberations. This report, then, is a composite of 1) the November 1963 report; 2) the recommendations of the total Subcommittee on Curriculum, and 3) additional proposals. It represents fulfillment of the mission and is presented with the hope that it will provide a satisfactory addition to the Educational Improvement Program.

This report has as its function:

....to introduce the Committee for the Junior High School.

....to delineate its method of operation.

....to list some facts and figures constituting background.

....to offer some basis criteria for curriculum innovation.

....to submit proposals for short-term consideration.

THE COMMITTEE

The members of the Committee represented junior high school personnel, both teachers and principals - largely from the schools under consideration, as well as representatives of local agencies and the public at large. This diversity was its strength. By its very nature, such a committee would approach its task with a

ED001045

respect for many viewpoints; lay and professional, teacher and administrator, practical and idealistic - but all merged in a common desire to provide the best possible educational opportunities within the limits of the appropriation. Despite the diversity in membership, it is important to note that each section of this report was approved by overwhelming majority vote.

Committee Members

Mrs. Franconia Emery - FitzSimons, teacher[1]
Dr. Charlotte Epstein - Police Department, social scientist
Mr. Anthony Giampetro - Bartlett, teacher
Mrs. Jesse Hoggard - Curriculum Office, teacher
Mr. Charles Highsmith - FitzSimons, principal
Mrs. Edyth Ingraham - Elverson, principal
Dr. Bernard Kelner - Furness, principal (chairman)
Mr. Thomas Larkin - Bartlett, principal[1]
Mr. Jerome Melamed - Knit Goods Workers Union, research director
Mr. James McGee - Stoddart-Fleisher, teacher
Mr. Harry Orth - Wanamaker, principal
Mr. Charles Parness - Barratt, principal
Miss Celia Pincus - A. F. T. Union
Mr. Norman Shrenk - Barratt, teacher[1]
Miss Mary Summerfield - Gillespie, principal[1]
Mr. Joseph Watlington - Insurance Broker
Mrs. Joseph Williams - Philadelphia Home and School Council, parent

(1 - October Committee only)

THE COMMITTEE MEETINGS AND METHOD OF OPERATION

Eleven meetings were held:

October 7, 1963
October 16
October 22
October 29
November 6
February 5, 1964
February 19
March 4
March 17
April 1
April 15

The first five meetings were held in different junior high schools, thus providing additional orientation for the lay members of the committee. The remaining sessions were held in the Administration Building. All meetings were scheduled toward the close of the school day to keep at a minimum loss of service by school personnel.

The following activities marked the committee's work:

1. Orientation and Mechanics.
2. Review of Literature and Experiences.
3. "Brainstorming" - Ideas Unlimited and Unchallenged.
4. "Sifting and Selecting" - Ideas Under the Microscope.
5. Refinement of Proposals - Decisions and Writing.
6. Approval of the Report.

Detailed minutes of each meeting were kept and for those who seek information beyond that found in this presentation, these minutes are available. Following each meeting, copies of the minutes were mailed to the School-Community Relations Office.

SOME FACTS AND FIGURES CONSTITUTING BACKGROUND

If the proposals submitted are to be more than fond expectations; if they are, indeed, to raise pupil motivation and achievement for a maximum number of pupils, they must recognize and deal with the very realities facing the personnel in the schools for whom the proposals are intended. What are some of these realities?

1. Big city junior high schools, and especially these eight, offer a great teaching challenge. The early teenager is probably the most difficult pupil to teach. Not only is he undergoing the stress of unusual physical and psychological changes but, if he wishes to "drop out" at age 16 or 17, he resists the ordinary pressures to remain obedient to school regulations.

2. These difficulties, as to be expected, are aggravated in schools located in disadvantaged areas. Consider the problem of achievement: in one of the junior high schools involved, of 480 new seventh graders, only 31 were reading at grade level.
3. Teachers, both in training and in service, are much aware of these difficulties, as witness the fact that the city's junior high schools, comprising less than one fourth of the total teaching positions, have a greater number of vacancies than both other levels combined.
4. At the time of this report, there are no available teachers on eligible lists in the major subjects.
5. High mobility of faculty plus new appointees or substitutes present almost insurmountable burdens, as for example:

   .... on pupils - in lack of continuity in quality of instruction when facing many changes of teachers.

   .... on substitutes and beginning teachers - in adjusting to new and complex assignments.

   .... on veteran teachers - in assuming an undue proportion of the school's extracurricular responsibilities.

   .... on administration - in a never-ending in-service program.

6. A maximum of three preparation periods is allotted per teacher. Teaching load averages 27 periods a week and most teachers deal with almost 200 pupils.

In the eight schools, realities might well be summarized by a statistic: Five of the eight schools were represented on the committee. To the question, "What per cent of your teaching staff is either substitute or probationary teacher?" the answers were: 29%, 33%, 38%, 40%, 44%.

CRITERIA FOR CURRICULUM INNOVATION

Accordingly, the committee agreed upon criteria against which all proposals would be evaluated:

1. Effectiveness - definite, observable influence
   a. Is the proposal compatible with the stated goals of the individual school and the Philadelphia Public School System in particular and education in a democracy in general?
   b. Will the proposal enhance equality of educational opportunity?
   c. Does the proposal provide for individual differences among pupils, contributing toward maximum development?
   d. Will the proposal contribute to a creative climate for pupil and teacher?
   e. Will the proposal increase the effectiveness of teachers to teach, learners to learn, and the school to operate smoothly?
   f. Does the proposal contribute to a worthwhile, long-range change in the pupil's behavior?
   g. Is the proposal more effective than currently used methods for achieving the same objective?
2. Practicality - possible within existing framework and shortages.
   a. Will the proposal maintain curriculum balance and continuity?
   b. Are the goals worth the cost and will continuance of the proposal be possible?
   c. Will the proposal be adaptable to changing conditions?
   d. Can the proposal be introduced on an experimental or trial basis?
   e. Can the proposal make a gain in one area without causing a loss in another?

3. Scientific Basis - justified by sound educational theory.

   a. Does the proposal reflect the consensus of the best qualified personnel?

   b. Have elements of the proposal been tested?

   c. Does the proposal lend itself to valid evaluation?

4. Dramatic Quality - gives hope and catches imagination of participants, their schools and communities.

   a. Is the need for the proposal recognized by representative educator and lay groups?

   b. Will others in the schools involved be affected favorably?

   c. Will members of the community understand, accept, and welcome the proposal?

With so responsible a list of criteria, each of the proposals was subjected to rigorous examination.

PROPOSALS

The following proposals, therefore, are considered by the committee as the most valid that several months of intensive research and discussion can produce. We submit only recommendations which we hope can be implemented by the $160,000 appropriation. A later report will provide long-term recommendations for the improvement of the junior high school.

We recommend that the eight schools involved, because of differing needs, be permitted to select one of the following proposals, or parts thereof, within the limit of the appropriation of $20,000 per school. It is to be understood that the allotments given for the sections of each proposal can be altered to provide for the number of available personnel within each school.

Every effort should be made to select materials which contribute to intergroup education. Where intergroup education materials and non-intergroup education materials are available, preference shall always be given to the former. All materials, therefore, shall be subject to the approval of the School-Community Relations Office.

The selection of course leaders or supervisors shall be made by the appropriate Central Administrative Offices with the maximum involvement of principals in the selection of teachers, pupil aides, and school-home coordinators. It cannot be stressed enough that the success of this program is dependent, to the largest extent, upon the professional competency of its leaders.

I. The Improvement of Reading

II. The Provision of a Project Motivation Program

III. The Enhancement of the Self-Image

I. THE IMPROVEMENT OF READING

Recognizing that the ability to read undergirds achievement in almost every school area, is essential to employment in a technological society, and indispensable for effective participation in our democratic form of government,

We Propose:

A. That there be involved, on a voluntary basis, teachers in the major subject areas, as well as teachers of reading, who will meet on Saturday mornings to participate in an in-service course in reading instruction.

1. In-service groups will be formed by combining representatives of various schools until a maximum is reached of twenty participants.
2. Each meeting will last from 9 a.m. to noon.
3. Content will consist of two hours devoted to teaching methods (developmental, corrective, remedial) in which practical demonstration will be a major activity, and one hour to the preparation of materials for actual classroom use.
4. Emphasis will be placed on experience content reading and the development of materials that respect the ethnic groups and the cultural interests of the schools involved. These materials are to be duplicated and made available to other teachers in the schools involved.
5. Each teacher participant is to be paid ten dollars per session.
6. The course leader is to be of the highest quality available with preference given to a Philadelphia Public School employee who has a record of successful performance with the kind of pupil to be served. His compensation will be $50 per session.

6. (continued) The use of twelve-month employee (s) to serve as group leaders is to be investigated. All money saved by use of such employee (s) is to be returned to the participating schools for further implementation of the proposal.

7. Thus, for a school with ten teacher participants, meeting for 30 weeks, the cost for teachers and leader will be $4,500.

B. That the services of a remedial reading teacher (s) be made available for tutorial purposes, after-school hours, Monday to Thursday, from 3:15 to 4:15 p.m.

1. This teacher is to be paid five dollars per hour.

2. Thus, the cost of a thirty-week program involving one teacher will be $600.

C. That the hours of the school library be extended wherever possible to coincide with the after-school reading program, i. e., 4:15 p.m.

1. Since the closing hour for junior high school libraries is now 3:30 p.m., the librarian is to be compensated at the same rate as the remedial reading teacher, or $3.75 for each 45-minute session.

2. Thus, the cost of a thirty-week program will be $450.

D. That there be allotted to each school an additional teacher whose function it will be 1) to provide assistance to the faculty in the development of all language skills, 2) to work with pupils on an individual and small group basis, and 3) to initiate and supervise a Language Arts Center for the collection of necessary materials and equipment.

1. Preference in the selection of this teacher shall be given to a member of the school's faculty who has demonstrated the necessary professional qualifications.

2. The sum of $5,000 is allotted for the salary of a teacher replacement.

E. That additional Speech Correction service be provided at the cost of $1,000.

F. That evaluation of this program be conducted by the Division of Research.

1. A major activity in this evaluation will be the administration of appropriate tests to the pupils involved prior to and following the close of the in-service course.

2. The cost of the tests is to be paid from the sum appropriated for this program. In no case, should the amount exceed $500.

G. That the remainder of the sum allotted, or $7,950, be used for the purchase of additional secretarial service, appropriate texts for pupils and teachers, visual aids or other equipment deemed necessary for the advancement of reading achievement in the school.

H. That communication exist for the purposes of pooling resources and sharing findings among the schools selecting this activity.

1. Accordingly, we recommend the selection of a Coordinator who will be a person with extensive background in reading instruction.

2. Not the least of the Coordinator's functions will be a report to the Subcommittee on Curriculum regarding the advisability of extending this program in the future.

3. If this person is at present employed in a supervisory capacity in the Philadelphia Public Schools, additional compensation will not be necessary.

II. THE PROVISION OF A PROJECT MOTIVATION PROGRAM

Recognizing that many pupils, of all degrees of ability, in the schools involved, lack adequate home facilities for study and would profit, therefore, from the opportunity to complete homework assignments or special academic projects under the supervision of competent teachers and with access to a variety of educational resources,

We Propose:

A. That an after-school Project Motivation Program be introduced from Monday through Thursday, from 3:15 to 4:15 p.m., or as a before-school or evening program, at the discretion of the school involved.

B. That the staffing of this program be as follows:

1. A competent teacher be selected from the school involved in each of the following major subjects: mathematics, science, English, social studies.
2. A remedial reading teacher with a major function of providing instruction in methods of study.
3. The school librarian and the library be available during the period of 3:15 to 4:15 p.m., 8:00 to 8:45 a.m., or as part of an evening program.

C. That each teacher be paid five dollars per hour. Because the junior high school librarian is instructed at present to remain on duty until 3:30 p.m., her compensation will be $3.75. Thus, the compensation for the above teachers for a total of 120 days will be $3,450. If the library is to be opened during the evening, the librarian is to receive five dollars per hour.

D. We strongly urge the Board of Education to make every effort to provide for the payment of $.75 per hour to competent pupil tutors, selected from the pupilage of the school involved, who will assist each of the teachers, with a limit of two per teacher. Thus, the cost of twelve pupil tutors for 120 days will be $1,080.

E. That the balance of $15,470 from the sum allotted per school be appropriated as the program develops for the employment of additional tutors, additional secretarial service, and the purchase of instructional materials.

F. That the teachers involved report to the Subcommittee on Curriculum regarding their evaluation of the program, including a study of progress report marks made by the pupils involved (before and after the tutorial program).

III. THE ENHANCEMENT OF THE SELF-IMAGE

Recognizing that disadvantaged children too often lack a sense of worth, and that this self-deprecation is a serious barrier to full use of educational opportunities,

We Propose:

A. That an in-service course be conducted on a voluntary basis for teachers and counselors.

1. In-service groups will be formed by combining representatives of various schools until a maximum is reached of twenty participants.

2. This course is to be held on Saturday mornings and will be of the workshop type, considering such topics as: Role of Minority Groups in Contemporary Life; Motivation for Learning; Self-Knowledge on Part of Teachers and Principals, and Selection and Development of Appropriate Materials.

3. Each participant is to be paid ten dollars per session.

4. The leader is to be paid $50 per session.

5. Thus, for a school with ten teacher participants, meeting for thirty weeks, the cost for teachers and leader will be $4,500.

B. That a School-Home Coordinator be appointed for the purpose of developing closer relationships between school and home, school and community, school and local agencies.

1. Wherever possible, the Coordinator should be a local resident with a record of successful participation in school and community activities.

2. The Coordinator is to be paid $400 per month.

3. Thus, the cost of this service for nine months will be $3.600.

C. That pupils, under the guidance of teachers, be taken on "Exposure Tours into Industry and Community" for the purpose of broadening experience, particularly in reference to economic opportunities.

1. Each tour shall be preceded by an orientation meeting.

2. The sum of $3.00 per pupil shall be allotted, which shall cover expenses of bus, teacher sponsors (at $5.00 per hour when tour is after school hours), and other expenses.

3. Thus, for a school of 1700, the cost will be $5,100.

D. That the remaining sum of $6,800 be allotted for the purchase of additional secretarial services, books, illustrative materials, and equipment necessary for the implementation of this program. Art and music materials may be included in this appropriation.

SUMMARY

Common to these proposals is:

1. Adaptability to individual school needs.
2. Concern for human relations, with special attention to intergroup relations, motivation, integration.
3. Evaluation of results.

It is significant to note that every recommendation in the Guide Sheet "Areas for Possible Exploration and Implementation" has been included:

1. Teaching and Organizational Procedures.
2. Volunteer Services.
3. Extended School Day.
4. Books and Supplies.
5. Motivation for Learning.
6. Human Relations Education.
7. Community Liaison.
8. Supportive Services.
9. In-Service Education.
10. Intergroup Education.
11. Appraisal of Books and Materials.

Consider a sample program available to one of the selected schools:

1.	Ten teacher participants in "Self-Image" In-Service Course	- $ 3,750
2.	Appointment of a Language Arts Center Teacher	- 5,000
3.	Program Motivation (full program)	- 4,530
4.	"Exposure Tours" (1000 pupils)	- 3,000
5.	Purchase of secretarial service, materials, books	- 3,720
		$20,000

We have provided the fullest amount of freedom of choice and flexibility of approach possible. Our proposals, then, have been conceived with respect for the realities in the junior high school, with acknowledgment that individual differences exist among the eight schools concerned, and with the prayer that what we have done will prove a catalyst to further and more searching innovations.

In viewing the magnitude and complexity of the problems in the junior high school, we recognize that we have labored with too little time and too little money. But as committee members, we are grateful for the opportunity to express our ideas fully and thereby, to learn of the talents and the dedication that reside within our committee. But most of all, we are grateful for the opportunity to learn again of the commendable effort that so many teachers and principals are making in the schools concerned. We submit these proposals as expressions of faith in them. For surely, in every age a new freedom is won, adding to the advancement of human happiness and security. Is not the challenge for the teachers of our age to replace a disadvantaged child's ignorance with enlightment; his fear with faith; his despair with possibility?

Respectfully submitted,

THE COMMITTEE FOR THE
JUNIOR HIGH SCHOOL

K